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AUTHOR McHargue, Robert
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ABSTRACT

This is a report of a project begun in May, 1970 and completed in January, 1971 to enable veterans released from military service to seek a college career, to train staff members to work with veteran students on the campuses, to investigate establishment of a Testing and Advisement Center for veteran students of the Los Angeles Community Colleges, to acquaint college staff members and veterans' service representatives with each other, and to provide a basis for coordination of administration of veteran student affairs on the eight campuses of the Los Angeles Community College District. The project temporarily satisfied a need for coordination of the administration of veteran student's educational benefits. A counselor's Handbook for Veterans' Advisement was presented at staff training program. A roster of participants is included, as well as a sample participant evaluation form and selected statements on strengths and weaknesses of training program made by participants. (Author/NR)

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ED 066647

DIRECTOR'S EVALUATION REPORT

January 25, 1971

I. Basic Information

A. Los Angeles City College, 855 North Vermont Avenue, Los Angeles, California, 90029.
B. Vietnam Veterans' College Recruitment and Staff Training Project.
C. Director - Dr. Robert McHargue, Los Angeles City College - (213) 663-9141, Extension 369.
Groups primarily responsible for the training program - The Veterans' Committee of the Board of Trustees, Los Angeles Community Colleges; the Office of Governmental Programs, Division of Instruction, Los Angeles Community Colleges; and the staff of the subject project.
D. Beginning date for the Project - May 12, 1970.
Ending date for the Project - January 30, 1971.

II. Program Focus - The main objectives of the Project

A. To reach veterans (and servicemen who are about to become veterans) to inform them about their educational benefits under the revised and expanded G. I. Bill (PL 91-219). To further inform them that the community colleges of Los Angeles, and colleges in adjacent districts, provide a wide scope of educational offerings.
B. To train staff members who deal face-to-face with veteran-students on the campuses. To provide refresher training for staff members currently assigned responsibilities in veterans' advisement and to provide new training for staff members (or potential staff members) who may have such responsibilities in the near future.
C. To investigate the advisability of establishing a Testing and Advisement Center for veteran-students of the Los Angeles Community Colleges.
D. To acquaint college staff members and representatives of the veterans' service organizations in this area with each other so proper referrals may be made.
E. To provide a basis for coordination of the administration of veteran-student affairs on the eight campuses of the Los Angeles Community College District.

III. Program Operation

A. To meet the objective outlined in II, A above, the Project Director commissioned the Cinema Section of the Broadcasting Department at Los Angeles City College to produce a color-sound 16 mm. motion picture film of approximately 30 minutes running time, designed to be made available in Southern California to Project Transition Officers and officers in charge of Separation Centers, to Veterans' Hospitals, to Veterans' Counseling Departments, and to Veterans' Community Service Centers.

AC 012 795

The film crew at Los Angeles City College is currently shooting the last of its sequence of outdoor shots on several of our campuses. These outdoor shots have been delayed by inclement weather. The projected completion date of the film, as far as production-expense is concerned, is January 15, 1971; the projected release date is February 15, 1971.

The film will be released after our current Project (Grant #MIH 45-4971) has terminated. If our follow-up proposal (see III, C below) is approved, we will be able to arrange for and supervise the distribution of the prints of the film under the operations of that project. If the follow-up proposal is not approved, the Los Angeles Community College District will be faced with the necessity of making other arrangements for distribution of the film.

The Project Director, Assistant Director, the Chairman of the Veterans' Committee of the Board of Trustees, and college-staff members directly responsible for veterans' advisement on our eight campuses have reviewed "rushes" of the film at various points in its production. It promises to be a worthwhile and eminently useful device for the achievement of our objective--recruitment of veterans into college programs appropriate to their educational needs and abilities.

The film and excerpts from the film, give promise of being useful with MAC (our Mobile Advisement Center), a van which moves into disadvantaged neighborhoods of Los Angeles with a crew of counselors and student-advisors to give educational counseling services to those who need such service but have failed to seek help from the schools and colleges.

B. The Staff-Training Program (Please see Exhibit #1 in the Appendix)

1. Participants. The number of participants was slightly fewer than half as many as we had budgeted for. Those who attended the program evinced an interest and involvement that exceeded our expectations. The roster of participants was forwarded to Dr. Paul H. Carnell, Asst. Director, Division of College Support, on November 23, 1970. A copy of that roster is Exhibit #2 in the Appendix to this report. (During the period when we were receiving applications, it appeared that regulations of our governing board would prevent our paying stipends to the participants. It turned out that this interpretation of the regulations did not prevail. However, it probably discouraged some who might have signed up primarily because there was a stipend. As a consequence of this situation, those who did enroll were very highly motivated and eager to get the information we were able to impart.)

a. Criteria Used in Selection of Participants.

	Required	Preferred	Not Used
Standard Test Scores			X
Academic Attainment			X
Current Position		X	
Age			X
Recommendations		X	
Degrees			X
Interview			X
Geographic Limitations	X		
Actual or Potential Responsibilities for Serving Veteran-Students on Campus	X		

We required only that our enrollees be actually (or potentially) engaged in veteran-student advisement (or processing) on a college campus and that the colleges where they served be in, or within 50 miles of, the Los Angeles Community College District.

We preferred to enroll those who were serving currently as veterans' advisors or veterans' clerks. We accepted those who aspired to such positions and seemed likely to succeed in those aspirations.

These selection criteria worked well for us, and we would not modify them in selecting participants for a training program with the same or similar objectives.

b. Faculty-Participant Ratio
1 to 16

2. Staff. The most effective of our lecturers and consultants were those who came to us from the Regional Offices of the Veterans' Administration--particularly those from the Adjudication Division.

The most affective were the veteran-students from one or another of our eight campuses, who served as lecturers or as panelists. These young men gave us the grass-roots approach to the matters under consideration.

C. Activities

The objective of giving refresher and new training to those currently employed in veteran-student advisement (and processing), and new training to those who expect to be so employed, was realized. Please refer to Exhibit #3 in the Appendix. Item #12 in that summary of Participants' Evaluations shows that 24 of 28 participants found the program very useful, 4 of 28 found it fairly useful, none found it less than fairly useful.

1. No new techniques were used, but all sessions were tape recorded. The tapes are available for participants who missed a session and for those who would like to reinforce the information he received at any particular session.
2. The beginning and ending dates were effective insofar as they were scheduled to coincide with the time when veterans'-staff personnel could be released from their normal duties with the least disruption of college business. The length of the program was too great by about two days, but if we had scheduled the program for fewer than five full days, our participants would not have been eligible for their stipends. We recommend more flexibility in granting stipends for training periods of fewer than five full days.
3. For conclusions about the effectiveness of staff and participant time, please refer to Exhibit #3, Item 11, which shows that seven participants felt this was outstanding; sixteen, very good; four, good; and one, less than good.

   A number of allied innovative programs for college recruitment of veterans (particularly veterans from disadvantaged groups) were explained to the participants. Most noteworthy were: (1) VITAL on the Los Angeles City College Campus (VITAL stands for Volunteers in Tutoring and Learning). (2) The East Los Angeles Service Center, an arm of the Department of Military and Veterans' Affairs, County of Los Angeles. This service center serves the community of East Los Angeles where Mexican-American citizens abound.
4. As a follow up to the training program, Mr. Clarence Morris, Assistant Director of the Project, arranged a field trip for the participants. They visited the Veterans' Administration Regional Offices in Los Angeles. There they again met the top-level people in the various divisions and "walked thru" the stations presented on the flow chart which is shown as Exhibit #4 of the Appendix. In walking thru those stations, our college people met and talked with the people at the Veterans' Administration who actually do the processing of veteran-students' papers. The participants were eloquent in stating that this served to modify their attitudes toward the Veterans' Administration since they were able to understand, through first-hand observation, some of the problems the V. A. has to cope with.

   Repeatedly, during the training program, participants expressed their appreciation of the value of getting together to exchange views on procedures or policy relating to the handling of veteran-students' educational or enrollment problems on campus. Too often, they felt that they were having to "go it alone." They repeatedly expressed the fact that they feel a need for coordination, on a district-wide basis, of matters relating to veteran-students.

D. The Proposal relating to the Testing and Advisement Centers

As outlined in Paragraph 2, above, one of the major thrusts of this project was to investigate the advisability of preparing for the

establishment of a testing and advisement service for veteran-students of the Los Angeles Community Colleges.

During the summer months of 1970, the Director and the Assistant Director of the Project, usually together, but occasionally working separately, visited all eight colleges in the Los Angeles Community College District and visited 16 community colleges in adjacent or nearby districts in Southern California. (Exhibit #5 of the Appendix shows the names and addresses of the community colleges which were visited).

The deans, veterans' advisors, and veterans' clerks who were interviewed at the 24 community colleges were asked, "What problems do you meet in processing veteran-students who seek to attend your college under the provisions of the G. I. Bill?"

Without exception the respondents at the colleges identified "getting that first educational-benefits check into the hands of the veteran-student before he has to drop out and take an extra job so he can pay the rent" as their most pervasive problem.

With very few exceptions, the problem identified as the second most pervasive was: "getting adequate counseling for veterans who need testing and advisement in excess of what the colleges are able to provide. The college authorities indicated that veteran-students who are referred to the Veterans' Administration Regional Offices for counseling must wait two and one-half to three months before their cases reach a counselor. By then the veteran has in most cases already resolved his educational-planning without any additional professional counseling. His solutions may not be advantageous to himself or to society-at-large.

As a consequence of this investigation, the Los Angeles Community Colleges have proposed that during the Spring 1971 semester a Veterans' Testing and Advisement Staff-Training Project be funded under Part E of the Educational Professions Development Act, PL 90-35. A copy of the Abstract of that proposal is included in the Appendix of this report as Exhibit #6.

E. Evaluation

At the last session of our staff-training program, the participants were asked to complete the Participant Evaluation Forms. A tally of the responses that lent themselves to such treatment, was made. The summary of the tallies is shown as Exhibit #3 in the Appendix of this report.

In agreement with the guidelines for the preparation of the Director's Evaluation Report, all of the Participant Evaluation Forms which were completed are included as Exhibit #8 in the Appendix.*

*The individual participants' evaluation sheets are too numerous to be included in any but the original copy of this report which is forwarded to the Office of Education, Washington, D.C. Recipients of other copies are referred to Exhibits #3 and 7 in the Appendix which are summaries of the individual evaluations.

IV. Consideration of our project as a whole leads to these conclusions:

A. The project temporarily has satisfied a need in the Community Colleges of Los Angeles for coordination of the administration of veteran-students' educational benefits. When the project ends, the District will be faced with providing continued coordination at the district level or allowing the administration of veteran-students' affairs to remain as is.

B. The Veterans' Administration personnel with whom we work, and most of those who directly administer veteran-student affairs on the campuses, would prefer to work through a coordinator who could maintain liaison between the V.A. and the colleges, and could bring about a much needed measure of uniformity in the handling of veteran-students.

C. One of the steps toward uniformity was the presentation at our staff-training program of a counselors' Handbook for Veterans' Advisement. (Please see Exhibit #9 in the Appendix.)

EXHIBIT #1

U. S. Office of Education

EDUCATION PROFESSIONS DEVELOPMENT ACT TRAINING PROGRAM

TRAINING FOR COMMUNITY COLLEGE PERSONNEL DIRECTLY CONCERNED WITH VETERAN-STUDENT ADVISEMENT

November 16-20, 1970
LOS ANGELES CITY COLLEGE

Sponsored by The
Los Angeles City Junior College District

THE TRAINING PROGRAM

Offered by the Los Angeles City Junior College District in cooperation with the Veterans Administration and selected Community Colleges in and near the Los Angeles Metropolitan Area.

THE OBJECTIVE

To provide training for Community College administrators, counselors, veterans clerks, student workers, and prospective employees who will work directly with veteran-students at a Community College.

THE DATES

November 16 through 20, 1970 (one week).

THE CURRICULUM

Instruction and discussion of veteran benefits by representatives of the Veterans Administration. Introduction of programs aiding the veteran as developed by federal, state, county, and city agencies. Instruction regarding procedures in processing veterans. Presentation of programs developed by students.

THE ENROLLMENT

Limited to no more than 75 participants. The reimbursement for a participant is set at $75.00 per week. This covers personal expenses incurred during the week-long program. Reimbursements will be paid at the end of the training program. Each participant must determine his employer's policy regarding receiving a reimbursement and a district salary simultaneously. Because of the EPDA regulation, travel mileage is not reimbursible for a one-week training program.

THE ELIGIBILITY REQUIREMENT

Any employee or prospective employee who will work directly with veterans on a Community College campus. Student counselors or prospective student counselors are eligible to apply.

THE STAFF

Frederic A. Wyatt, Honorary Chairman; Kenneth W. Washington, J. William Orozco, and Martin J. May — Advisory Committee members: Louis Kaufman, President of Los Angeles City College; Robert M. McHargue, Director; Clarence W. Norris, Assistant Director. From the Veterans Administration: Martin C. Holland, Adjudication Officer; George W. Booher, Assistant Adjudicator; Gilbert M. Thompson, Section Chief, Adjudication Division; Mrs. Margarette Fillerup, Section Chief, Adjudication Division; Mrs. Gloria A. Butt, Chief, Input Section; Mrs. Jewel D. Chandler, Senior Adjudicator; Paul J. Torelli, Supervising Veterans' Representative, State of California; Al Valdez, County Office of Veterans' Affairs; Carlos E. Sidney, Officer-in-Charge, Veterans Assistance Center; Lee Camp, Assistant Veterans Representative for California; Terrence A. Duffy, Supervising Field Representative, Bureau of School Approvals; Mrs. Marie Murphy, Southwest College; Mrs. Elnora Branson, Chaffey College; Mrs. Dorothy Roberts, Pasadena City College; Mrs. Billie Long, Pierce College; Mrs. Florence Travers, Glendale College; John Barnhart, Valley College; Maurice Kelliher, Pierce College; Woodrow Gilreath, Trade-Technical College; and B. Van Vlaendedran, West Los Angeles College.

REQUEST FOR APPLICATION FORMS

Accepted if postmarked by October 21, 1970. All applicants will be notified by October 30 of the action taken on their application. Letters of acceptance should be returned immediately to:

Dr. Robert M. McHargue, Director
Los Angeles City College
855 North Vermont Avenue
Los Angeles, California 90029

In selecting individuals for participation and otherwise in the administration of this program, Los Angeles City College will not discriminate on the ground of the race, creed, color, or national origin of any applicant or participant.

Los Angeles City College
855 North Vermont Avenue
Los Angeles, California 90029

Dr. Robert M. McHargue, Director
1970 Veterans' Staff Training Program
Los Angeles City College
855 North Vermont Avenue
Los Angeles, California 90029

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EXHIBIT #2

ROSTER OF PARTICIPANTS

Mr. Alfred A. Adams
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, California 90029
663-9141

Ms. Alice G. Allen
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, California 91106
795-6961

Mr. August Bissiri
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, California 90029
663-9141

Mr. Carl W. Carlisle
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, California 90029
663-9141

Mrs. Nettie K. Cole
Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, California 91401
781-1200

Ms. Doris A. Farrington
Los Angeles Harbor College
1111 Figueroa Place
Wilmington, California 90744
835-0161

Mrs. Beuta M. Fisher
Community Adult Training Center
1450 N. Lake Avenue
Pasadena, California 91103
798-0529

Miss Vera J. Glew
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, California 90029
663-9141

Mrs. Sandra B. Gort
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, California 90029
663-9141

Mrs. Nyit-Mee C. Hom
East Los Angeles College
5357 E. Brooklyn Avenue
Los Angeles, California 90022
263-7261

Miss Catherine A. Kaveney
Los Angeles Harbor College
1111 Figueroa Place
Wilmington, California 90744
835-0161

Mr. Maurice B. Kelliher
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, California 91364
347-0551

Mrs. Dorothy D. Kobayashi
Los Angeles Southwest College
11514 S. Western Avenue
Los Angeles, California 90047
757-9251

Miss Denise E. Lewis
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, California 90029
663-9141

Mrs. Billie F. Long
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, California 91364
347-0551

Miss Virginia Luna
East Los Angeles College
5357 E. Brooklyn Avenue
Los Angeles, California 90022
263-7261

Mr. Thomas R. Lyon
Long Beach City College
4901 E. Carson Street
Long Beach, California 90808
425-1221

Mrs. Nemesia J. Macabio
West Los Angeles College
4800 Freshman Drive
Culver City, California 90230
836-7110

ROSTER OF PARTICIPANTS (CONT.)

Mr. Leland E. McCoy
East Los Angeles College
5357 E. Brooklyn Avenue
Los Angeles, California 90022
263-7261

Mr. James J. Micko
Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, California 91401
781-1200

Mrs. Marie Y. Murphy
Los Angeles Southwest College
11514 S. Western Avenue
Los Angeles, California 90047
757-9251

Mr. Roy Nobles
Compton College
1111 E. Artesia Blvd.
Compton, California 90220
635-8081

Miss Brenda C. Pannell
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, California 91106
795-6961

Mr. Vincent Perez
East Los Angeles College
5357 E. Brooklyn Avenue
Los Angeles, California 90022
263-7261

Mr. Robert R. Pilling
East Los Angeles College
5357 E. Brooklyn Avenue
Los Angeles, California 90022
263-7261

Mrs. Dorothy N. Roberts
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, California 91106
795-6961

Mr. Gerald H. Shaw
Santa Ana College
1530 W. Seventeenth St.
Santa Ana, California 92706
(714) 547-9561

Mr. Stephen A. Shelton
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, California 90029
663-9141

Mr. William A. Silverthorn
East Los Angeles College
5357 E. Brooklyn Avenue
Los Angeles, California 90022
263-7261

Miss Annie E. Spencer
Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, California 91401
781-1200

Miss Cheryl A. Thomas
West Los Angeles College
4800 Freshman Drive
Culver City, California 90230
836-7110

Mrs. Ruby F. Varble
Moorpark College
7075 Campus Road
Moorpark, California 93021
(805) 529-0153

Mr. Montague M. Wadey
Los Angeles Harbor College
1111 Figueroa Place
Wilmington, California 90744
835-0161

Mr. R. Luther Waldo
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, California 91364
347-0551

Miss Betty Jean White
Los Angeles Trade-Technical College
400 W. Washington Blvd.
Los Angeles, California 90015
746-0800

Mrs. Peggy M. Wilcomb
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, California 91364
347-0551

ROSTER OF PARTICIPANTS (CONT.)

Miss Beth Zweier
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, California 90029
663-9141

Mr. Robert Rossi
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, California 90029
663-9141

EXHIBIT # 3

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

A SUMMARY OF THE PARTICIPANT EVALUATIONS

Institutes, Short-term Training Programs and Special Projects under Part E of the Education Professions Development Act (P.L. 90-35) - 1970-71

FORM APPROVED
O.M.B. NO. 51-R0847

PROGRAM NO.

OFFICE OF EDUCATION USE
(1) ☐ DEVELOPING INSTITUTION
(2) ☐ PREDOMINANTLY BLACK

INSTRUCTIONS: This form will be used by the Office of Education to evaluate the impact of the EPDA Part E Training Program in which you have participated. Please complete all items carefully. The completed form should be returned to the Director of your training program; he will forward it to the Office of Education.

SECTION A. PARTICIPANT INFORMATION

1. NAME *(Last, first, middle initial)*

2. NAME OF TRAINING PROGRAM

3. NAME OF INSTITUTION IN WHICH YOU EXPECT TO BE EMPLOYED AFTER COMPLETION OF TRAINING PROGRAM

4. IN THE SPACE BELOW, STATE BRIEFLY YOUR CAREER PLANS IN HIGHER EDUCATION. INDICATE ANY RECENT CHANGES IN THESE PLANS

College Counselor - 1
Veteran's Clerk - II
Veteran's Advisor - III
College Administrator - III
Voc. Educ. Teacher - 1
Psychometrist - 1
Unspecified - ~~III~~ ~~III~~ ~~III~~ III

5. INDICATE TYPE OF INSTITUTION, ORGANIZATION, OR AGENCY IN WHICH YOU EXPECT TO BE EMPLOYED AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM *(Trustees, regents, or board members of educational institutions should indicate type of educational institution with which they will be associated)*

26 (1) ☐ 2-YEAR COLLEGE OR TECHNICAL INSTITUTE
0 (2) ☐ 4-YEAR UNDERGRADUATE COLLEGE
0 (3) ☐ UNDERGRADUATE AND GRADUATE INSTITUTION
1 (4) ☐ ELEMENTARY OR SECONDARY SCHOOL
0 (5) ☐ OTHER EDUCATIONAL AGENCY OR ASSOCIATION *(Specify)* _____
0 (6) ☐ OTHER *(Specify)* _____

6. THE TYPE OF CONTROL OF THE INSTITUTION, ORGANIZATION, OR AGENCY IN WHICH YOU EXPECT TO BE EMPLOYED AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM IS:

27 (1) ☐ PUBLIC 0 (2) ☐ PRIVATE

7. INDICATE TYPE OF POSITION YOU EXPECT TO HOLD AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM *(Check only your major occupation. Trustees, regents, or board members of educational institutions should indicate major position in the educational institution)*

1 (1) ☐ TEACHER
2 (2) ☐ ADMINISTRATOR
9 (3) ☐ STUDENT PERSONNEL SERVICES OFFICER
4 (4) ☐ OTHER EDUCATIONAL SPECIALIST *(e.g., media specialist librarian, etc., specify)* unspecified - 3. Veteran's Counselor - 1
0 (5) ☐ GRADUATE STUDENT
12 (6) ☐ OTHER *(Specify)* Veteran's Clerk - 8. Counselor - 1. Student Counselor - 1. Secretary - 2

8. INDICATE THE AREAS OF SPECIALIZATION IN WHICH YOU WILL BE EMPLOYED AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM *(Check all that apply. Place a circle around the number which corresponds to your major area)*

7 (1) ☐ ADMISSIONS AND/OR REGISTRAR
1 (2) ☐ ADMINISTRATION -- GENERAL
0 (3) ☐ ADULT EDUCATION
0 (4) ☐ BUSINESS EDUCATION
0 (5) ☐ COLLEGE FINANCIAL MANAGEMENT
0 (6) ☐ DEVELOPMENT AND/OR FUND RAISING
0 (7) ☐ EDUCATIONAL MEDIA
0 (8) ☐ ENGINEERING
0 (9) ☐ HUMANITIES
0 (10) ☐ LIBRARY WORK
0 (11) ☐ NATURAL SCIENCES OR MATHEMATICS
5 (12) ☐ PROFESSIONAL EDUCATION *(Law, Medicine, etc.)*
2 (13) ☐ PROGRAMS FOR EDUCATIONALLY DISADVANTAGED STUDENTS
0 (14) ☐ SOCIAL SCIENCES
2 (15) ☐ STUDENT FINANCIAL AID
11 (16) ☐ STUDENT PERSONNEL SERVICES
0 (17) ☐ TRAINING OF ELEMENTARY OR SECONDARY SCHOOL TEACHERS
1 (18) ☐ VOCATIONAL EDUCATION
8 (19) ☐ OTHER *(Specify)* Student Counselor - 1. Veteran's Counselor - 1. Selective Service Clerk - 2. Veterans Clerk - 3. Guidance Center Clerk - 1

9A. DO YOU PLAN TO WORK FOR A DEGREE?

(1) ☐ YES (2) ☐ NO

OE FORM 1216, 7/70

9B. IF "YES," WHICH OF THE FOLLOWING DEGREES WILL YOU WORK FOR?

5 (1) ☐ BACHELOR'S
3 (2) ☐ MASTER'S
0 (3) ☐ DEGREE BEYOND THE MASTER'S BUT LESS THAN THE DOCTORATE
4 (4) ☐ DOCTORATE
1 (5) ☐ OTHER *(Specify)* AA-1

10A. DO YOU PLAN TO UNDERTAKE GRADUATE STUDY IMMEDIATELY AFTER COMPLETION OF EPDA PART E TRAINING PROGRAM?

2 (1) ☐ YES 26 (2) ☐ NO

10B. IF "YES," WILL YOUR GRADUATE STUDY BE

(1) ☐ FULL TIME 2 (2) ☐ PART TIME

SECTION B. EVALUATION OF TRAINING PROGRAM

11. RATE THE OVERALL QUALITY OF THE TRAINING PROGRAM:

7 (1) ☐ AN OUTSTANDING PROGRAM
16 (2) ☐ VERY GOOD
4 (3) ☐ GOOD
0 (4) ☐ ADEQUATE
0 (5) ☐ POOR

12. HOW USEFUL WILL THE TRAINING RECEIVED IN THIS PROGRAM BE TO YOU IN YOUR PROFESSIONAL WORK?

24 (1) ☐ VERY USEFUL
4 (2) ☐ FAIRLY USEFUL
0 (3) ☐ NOT AT ALL USEFUL
0 (4) ☐ DON'T KNOW

13. INDICATE WHICH AREA OF FOCUS IN THE TRAINING PROGRAM WAS OF PRIMARY VALUE TO YOU IN YOUR PROFESSIONAL DEVELOPMENT BY RANKING THE FOLLOWING *(Place a "1" by the area of focus which was of most value to you; place a "2" by the second most valuable area, etc.; place NA by any area which is not applicable)*

		(1)	(2)	(3)	(4)	(5)	(NA)
(A)	CONTENT *(Updating in field of specialization or discipline)*	15	6	2			
(B)	ATTITUDE CHANGE *(Social sensitivity, philosophy, etc.)*	1	5	2	8		2
(C)	METHODOLOGY *(Including skills development)*	4	7	6	4		2
(D)	COMMUNICATION *(Understanding and communicating more effectively with others)*	6	8	6	2		1

14. THE LEVEL OF THE TRAINING PROGRAM IN TERMS OF BACKGROUND EXPERIENCE AND COMPETENCE

0 (1) ☐ WAS OVER MY HEAD
25 (2) ☐ INTEGRATED WITH MY PREVIOUS BACKGROUND AND EXPERIENCE
1 (3) ☐ COVERED INFORMATION WITH WHICH I WAS ALREADY FAMILIAR

15. RATE THE FOLLOWING CHARACTERISTICS OF THE TRAINING PROGRAM BY USING THE FOLLOWING RATING SCALE:

1 -- Outstanding
2 -- Very good
3 -- Good
4 -- Adequate
5 -- Poor

(Place the number which best fits your response by each characteristic. Place NA by any characteristic which is not applicable)

		(1)	(2)	(3)	(4)	(5)	NA
(A)	QUALITY OF CURRICULUM	9	13	4			
(B)	QUALITY OF INTERNSHIP EXPERIENCE, PRACTICUM, OR FIELD WORK *(If applicable)*	1	7	4	1		
(C)	ADMINISTRATIVE ARRANGEMENTS - QUALITY OF LEARNING ATMOSPHERE CREATED	11	11	4	1		
(D)	ADMINISTRATIVE ARRANGEMENTS - EFFECTIVENESS OF TIME SCHEDULE OF ACTIVITIES	4	15	5	1		
(E)	QUALITY OF FULL-TIME TEACHING STAFF	4	11	6			
(F)	QUALITY OF PART-TIME TEACHING STAFF	3	12	5			
(G)	QUALITY OF CONSULTANTS	8	16	1			
(H)	USEFULNESS OF LABORATORY SESSIONS *(if applicable)*	1	3	4			
(I)	QUALITY OF INSTRUCTIONAL FACILITIES	5	15	3	1		
(J)	LIVING-DINING FACILITIES	1	13	5			
(K)	RAPPORT AMONG PARTICIPANTS	3	14	12			
(L)	ADMINISTRATION-FACULTY-PARTICIPANT RAPPORT	10	9	5			
(M)	CRITERIA FOR SELECTION OF PARTICIPANTS	7	13	7	3		
(N)	PROVISION FOR FOLLOW-UP ON PARTICIPANTS AFTER COMPLETION OF TRAINING PROGRAM	0	3	7	1		
(O)	OTHER *(Specify)*						

16. THE LENGTH OF THE PROGRAM WAS

6 (1) ☐ TOO LONG
0 (2) ☐ TOO SHORT
21 (3) ☐ ABOUT THE RIGHT LENGTH

17. IDENTIFY SPECIFIC CHANGES YOU WOULD LIKE TO SEE IF THE PROGRAM WERE TO CONTINUE

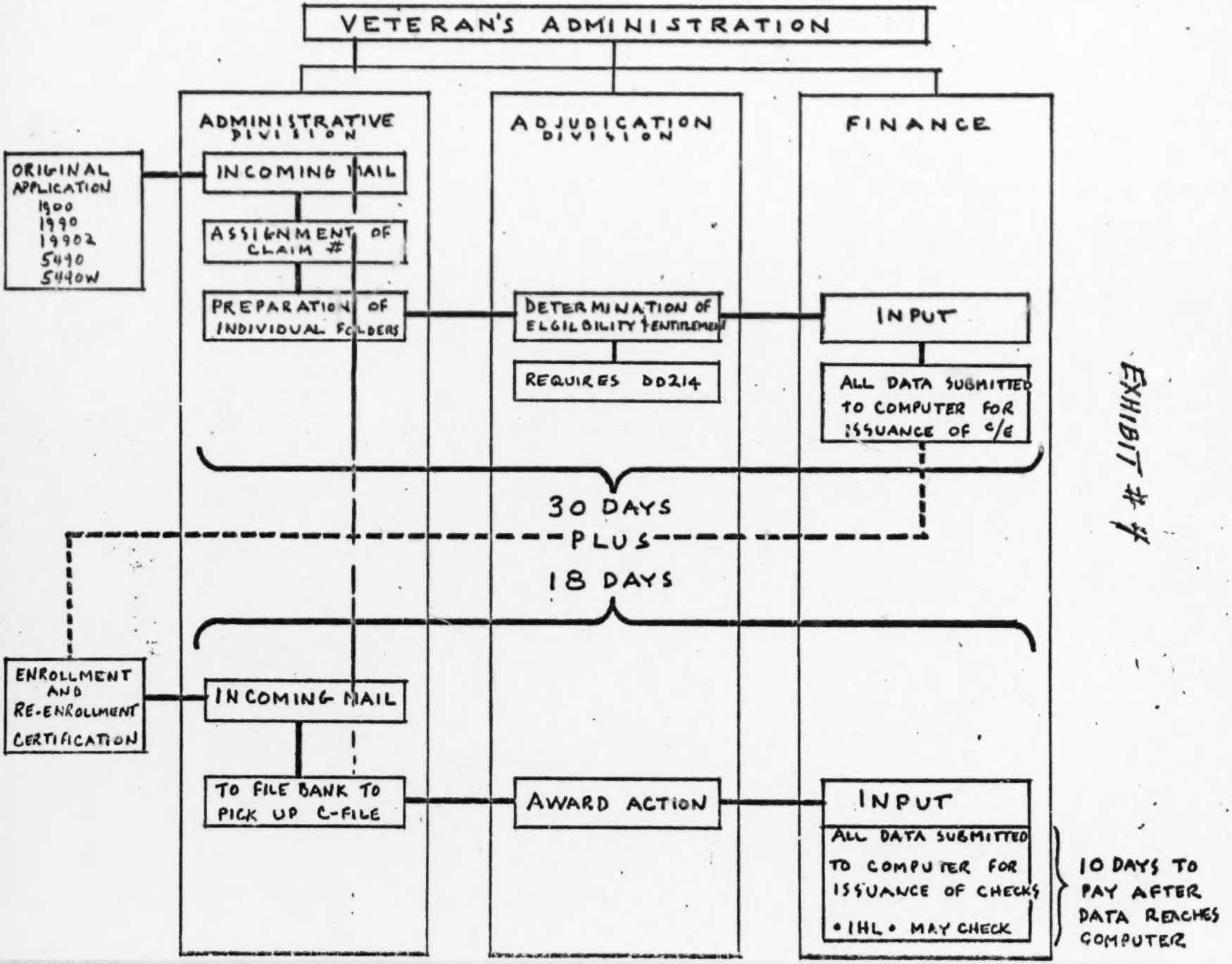
VETERAN'S ADMINISTRATION
ADMINISTRATIVE DIVISION
ADJUDICATION DIVISION
FINANCE
ORIGINAL APPLICATION
1900
1990
19902
5490
5490W
INCOMING MAIL
ASSIGNMENT OF CLAIM #
PREPARATION OF INDIVIDUAL FOLDERS
DETERMINATION OF ELGIBILITY ENTITLEMENT
REQUIRES DD214
INPUT
ALL DATA SUBMITTED TO COMPUTER FOR ISSUANCE OF C/E
30 DAYS
PLUS
18 DAYS
ENROLLMENT AND RE-ENROLLMENT CERTIFICATION
INCOMING MAIL
TO FILE BANK TO PICK UP C-FILE
AWARD ACTION
INPUT
ALL DATA SUBMITTED TO COMPUTER FOR ISSUANCE OF CHECKS
• IHL • MAY CHECK
10 DAYS TO PAY AFTER DATA REACHES COMPUTER

EXHIBIT # 7

EXHIBIT # 5

Community Colleges of Southern California which were visited in planning the Veterans College Recruitment and Staff Training Project.

Name of College	Street	City	ZIP Code
Cerritos College	11110 E. Alondra Blvd.	Norwalk	90650
Chaffey College	5885 Haven Avenue	Alta Loma	91701
Citrus College	18824 E. Foothill Blvd.	Azusa	91702
Compton College	1111 E. Artesia Blvd.	Compton	90221
East Los Angeles College	5357 E. Brooklyn Avenue	Los Angeles	90022
El Camino College		Torrance	90506
Fullerton Junior College	321 E. Chapman Avenue	Fullerton	92632
Glendale College	1500 N. Verdugo Road	Glendale	91208
Golden West College	15744 Golden West St.	Huntington Beach	92647
Long Beach City College	4901 E. Carson Street	Long Beach	90806
Los Angeles City College	855 N. Vermont Avenue	Los Angeles	90029
Los Angeles Harbor College	1111 Figueroa Place	Wilmington	90744
Los Angeles Southwest College	11514 S. Western Avenue	Los Angeles	90047
Los Angeles Pierce College	6201 Winnetka Avenue	Woodland Hills	91364
Los Angeles Trade-Technical College	400 W. Washington Blvd.	Los Angeles	90015
Los Angeles Valley College	5800 Fulton Avenue	Van Nuys	91401
Moorpark College	7075 Campus Road	Moorpark	93021
Mt. San Antonio Junior College	1100 N. Grand Avenue	Walnut	91789
Orange Coast College	2701 Fairview Road	Costa Mesa	92626
Pasadena City College	1570 E. Colorado Blvd.	Pasadena	91006
Santa Ana College	1530 W. 17th Street	Santa Ana	92706
Santa Monica City College	1815 Pearl Street	Santa Monica	90406
West Los Angeles College	4800 Freshman Drive	Culver City	90230

EXHIBIT # 5

EXHIBIT # 6

ABSTRACT OF PROGRAM

It is expected that the Indo-China Theatre of military operations will be closed in the foreseeable future; that the veterans who are then released from military service will seek a college career in response to the Outreach Program of the Veterans Administration and in response to the expanded and liberalized provisions of the educational benefits under PL 91-219.

Los Angeles City College, on behalf of the eight community colleges in the Los Angeles Community College District (which serves 882 square miles, including metropolitan Los Angeles and seven adjacent communities), proposes:

1. A recruitment program to attract and select qualified counselors, psychometrists, and psychologists.

2. A series of workshop training conferences designed to update and give focus to the preparation of these professionals.

3. The organization of a system of testing and advisement centers to serve veterans in the Los Angeles Community College District.

The full-time Director and a half-time assistant director will actively recruit counselors, psychometrists, and psychologists as participants and will organize at least four day-long workshop conferences designed to prepare the participants to staff any one of the three testing and advisement centers which will be organized. The centers will serve distinctive geographical areas of greater Los Angeles. Each of the three areas encompasses disadvantaged neighborhoods wherein minority-group citizens abound.

EXHIBIT # 7

Selected Statements From Open-End Responses On Participant Evaluations.

IDENTIFY SPECIFIC CHANGES YOU WOULD LIKE TO SEE IF THE PROGRAM WERE TO CONTINUE.

A. More time with the Veterans' Administration.
B. Better administrative participation--assistant deans and/or advisors who should be concerned.
C. The use of data processing equipment at the college level should have been demonstrated.
D. Include a field trip to the Veterans' Administration Regional Offices. (This was done as a post-session activity.)
E. Include dependents of deceased or disabled veterans on one of the panels.
F. I recommend another 3 day program to identify in writing the basic problems of community colleges in veterans' affairs and transmission of these to the Veterans Administration.
G. The Veterans' Administration should have been represented daily instead of every-other-day.

DISCUSS YOUR PERCEPTIONS OF THE MAJOR STRENGTHS AND WEAKNESSES OF THE TRAINING PROGRAM.

STRENGTHS

A. Excellent information from the Veterans' Administration and also from the veterans who participated.
B. The program was well organized and gave the various colleges time to exchange views and ideas.
C. Speakers were excellent; question and answer periods most helpful.
D. The overall program was excellent.
E. The physical arrangements were good.
F. The training directors were sincere and devoted.
G. The program was comprehensive in scope; provided qualified consultants and opportunity for interaction with veteran students.
H. Actually, I gained a more over-all picture of the work I'm doing for veteran-students.
I. There was good rapport between the audience and the speakers.

WEAKNESSES

A. Some panels did not allow adequate time for discussion.
B. Some lecturers spoke too rapidly for adequate note-taking.
C. The program was too long.
D. The Institute Director should have written down some proposals and submitted them to the V. A. with our backing.
E. Transportation should have been provided for the field trip.
F. Reviews of veteran-student panelists were accurate but repetitious.

G. No follow-up program could be assured.
H. No expert community college veterans' affairs officials available throughout.
I. Behaviorial objectives not identified or evaluated.

IF THIS PROGRAM ENHANCED YOUR CAREER DEVELOPMENT SUFFICIENTLY TO JUSTIFY THE TIME YOU DEVOTED TO IT, EXPLAIN HOW.

A. My understanding of the Veterans' Administration's problems (and the Colleges' problems in veterans' affairs) is changed since this program. I now realize that every school has essentially the same problems.
B. The program gave me ideas on how to communicate with veteran-students to allow them to know their responsibilities as well as their benefits.
C. This program has been very helpful to me in learning about the various services available to veterans through community agencies.
D. This program has given me advantages because I'm from a small college and as yet we have not experienced some of the problems the larger colleges have had. When these problems do arise, I'll have something to refer to.
E. The program will allow me to train other clerks and counselors to give accurate information to veteran-student.
F. This was the first formal training I have received although I've been doing veterans work since '67. I wish I had had the training sooner.
G. I'm sure our colleges' veterans will have a better organized and smoother operation from now on.
H. As yet I'm not directly involved with veteran-students. I feel this program gave me an insight into the help I'll be able to offer.
I. As a para-professional, I feel this program has enabled me to extend my service as a student counselor.

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